

Wasatch County School District

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Memo

To: Dr. Larry Shumway
From: Superintendent, Terry E. Shoemaker *TS*
Date: 6/30/2008
Re: Performance Pay Proposal

The attached is the Wasatch School Districts Performance Pay Proposal. If you need any thing else please feel free to call me.

Wasatch School District Performance Pay Proposal

Wasatch School District proposes the following measures to determine who should receive additional compensation for performance, as outlined in Rule R277-113.

What Are We Measuring?

For several years we have been developing Professional Learning Communities (PLC) amongst all of our licensed personnel. Each licensed individual is placed in one or more PLC to work on improving student achievement. The fundamental belief or principal that encompasses the work of the PLC is that "all students can learn at high levels."¹ The result of such work changes educators work from a "focus on teaching, to a focus on learning."²

Educators then are charged with the work of collaborating around finding answers to these four questions:

1. What is it we want all students to know and be able to do?
2. How will we know when each student has mastered the essential learning(s)?
3. How will we respond when students have not mastered what we expect them to know and be able to do?
4. How will we respond with enrichment to deepen the learning for those who already know and can do what is expected?

We will be measuring the impact our licensed employees are having in responding to the four questions above. Licensed educators will be expected to provide evidence that children are responding to the educators efforts to improve student achievement because of the collaborative efforts in their PLC's.

Who is Eligible to Receive the Performance Pay?

Upon qualifying under the criteria to receive the bonus, all licensed educators are eligible to receive the performance pay. No administrators or classified employees are eligible to receive the performance pay bonus.

How much money will each educator receive?

Wasatch School District anticipates receiving \$165,000 from the state for Performance Pay. Each educator will receive approximately *\$600 for receiving an average of 3.0 or better on a 1-4 performance rubric (attached). Any educator who receives an average of 2.0 to 2.99 will receive 40% of the full amount. Any educator who receives an average score less than 2.0 will not receive any amount. Educators who are contracted less than a full FTE, and who also qualify under the criteria, will receive their proportionate share of the full amount.

*Dollar amount will increase if all the educators do not receive a score of 3.0 or better on the performance rubric.

How will the performance measures be calculated?

Every candidate who meets the qualifying criteria to participate will take a pre and post survey using the rubric that is attached. The administrator will review the survey results and discuss the initial survey as part of the goal-setting process that occurs with every educator's evaluation. Frank discussion will occur about areas needing improvement and noted by the administrator in the initial discussion. Goals for improvement will take place and written down in the educator's portfolio. It will be the responsibility of each educator to gather and document evidence in their individual portfolio of successes in improving the work of their PLC and documenting student achievement growth to justify the score given in the rubric. It will be the principal's responsibility to look at the evidence provided to see that it meets the criteria needed to justify the response given by the educator. The principal will also calculate a final score on the rubric for every licensed employee under his/her responsibility based on the evidence provided and this score will be compared with the employee's post-survey to determine the final score for calculating whether the performance bonus will be given.

It will be the responsibility of each PLC to work cooperatively together in improving teaching and student learning. Each member of the PLC will provide feedback in the rubric about each individual's contribution to the work of the PLC. That will also be considered into the decisions made by the principal. Individuals and PLC groups will be able to access help by a peer review group that will be created in each school.

A mid-year review of all teachers and their performance in the Professional Learning Community procedures will be provided on a one-to-one basis with the administrator. Progress around goals achieved, and evidence in the portfolio will be discussed with the administrator before the start of the second semester, so that sufficient time to remediate deficiencies can occur.

The peer-review documents will be distributed and collected by administrators prior to the mid-year and final peer evaluation interviews.

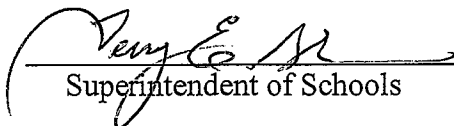
The final portfolio review should occur prior to April 30, 2009, so that payroll can properly be processed.

Bibliography

¹On Common Ground. Dufour, Richard; Eaker, Robert; DuFour, Rebecca; National Education Service; 2005; p.15.

²On Common Ground. Dufour, Richard; Eaker, Robert; DuFour, Rebecca; National Education Service; 2005; p.32.

Approved by the School Board: June 26, 2008


Superintendent of Schools

WASATCH COUNTY SCHOOL DISTRICT

Closing the *Achievement Gap* through P.L.C.s

What do we want students to know?

	4	3	2	1
	Always	Often	Some	Not yet
Teacher sets specific, measurable year-end goals for student achievement and effectively enlist the support of their professional learning community in achieving these goals.				
Teacher sets specific short-term goals to guide progress toward year-end goals, measure progress on a regular basis, and revise plans accordingly.				
Teachers, students, and parents all have a clear understanding of both interim and year-end goals.				
Teacher demonstrates a full understanding and commitment to the principle that all students will make steady progress toward meeting year-end goals.				
Curriculum guides are focused on prioritized standard achievement and aligned with Utah State Core.				
Teacher expects all students to learn and progress on a continuum to proficiency of core standards. Teacher conveys that expectation through communication and behavior.				

How well are students currently performing?

	Always	Often	Some	Not yet
Teacher is a contributing member of the PLC that meets regularly to discuss and analyze formal and informal assessment data to determine how well all students are currently performing.				
Benchmark assessments are used for pre- and/or summative post- testing.				
Common formative assessments are frequent and on-going.				
Grades are based on performance proficiency of identified standards and objectives.				
Accurate feedback is provided to all students weekly.				

What is the plan for remediation and providing support to students who need it?

	Always	Often	Some	Not yet
Teacher supplements core instruction for struggling students by adding appropriate practice, providing more time to master concepts, and/or by presenting information in a variety of different ways that assist learning. (Tier I)				
Students for whom supplemental instruction is insufficient are quickly identified within the PLC and provided with the additional strategic support they need to get back on track. (Tier II)				
Students for whom strategic intervention is insufficient are identified and provided with intensive intervention. (Tier III)				
Teacher is a contributing member of the PLC that meets regularly to consider students who may require intervention and to review the progress of students who are already receiving interventions.				

Interventions are organized around research-based practices with known effectiveness and taught with fidelity by trained staff.				
Progress monitoring data are used to move students in and out of interventions, and within intervention groups.				
Progress monitoring data is used to measure the effectiveness of all interventions and make improvements and changes where necessary.				

What is the plan for students who have demonstrated proficiency?

	Always	Often	Some	Not yet
Through flexible grouping and other means, lessons are differentiated to individual student needs, building on what each student already knows and can do, and ensuring that activities are neither too hard nor too easy.				
Lessons are intellectually demanding, successfully engaging all students in thoughtful discourse with the teacher and each other.				
Lessons successfully build on students' own experiences of the world—and allow students to pursue individual interests and gain personal satisfaction from their work.				

How do we measure and know our success?

	All	Most	Some	Few
Students in the class regularly make measured progress toward grade-level standards.				

Total Score: _____

WASATCH COUNTY SCHOOL
DISTRICT **Closing the**
Achievement Gap through P.L.C.s

Peer Review

	4	3	2	1
	Always	Often	Some	Not yet
Teacher is a contributing member of a PLC that uses the results of on-going assessments including year-end assessments to measure the progress of students—by classroom, grade, and other groupings—and modifies plans accordingly				
Teacher is a contributing member of a PLC that regularly collects and analyzes data on school climate, including attendance and student behavior—and use the results for continuous improvement.				
Teacher is a contributing member of a PLC that uses SIS and Digital Sams to effectively maintain, summarize, analyze, and report a comprehensive set of formative and summative data on school and student performance.				
Teacher is a contributing member of a PLC that takes an inquiry approach to solving problems and making decisions, including conducting their own action research to find local answers to pressing instructional questions.				

Notes:

This proposal does not impose additional expectations on teachers, it only asks for documentation of accomplishment.

What: Performance Pay

How much: \$36.00 per student or approximately \$160,000 or if every teacher demonstrates mastery approximately \$590 per teacher

Guideline: 88 – 66 points on the rubric (an average of at least 3) = full amount
65 - 44 points on the rubric (an average of at least 2) = 40% of full amount
<44 points on the rubric = \$0

Part-time personnel award will be pro-rated depending on their contracts

Who is eligible: All licensed personnel except administrators; there is no option to not participate

Who evaluates: Building administrators

Suggestion: Use the building professional development committees to evaluate portfolios and make suggestions for items to be included before teachers are evaluated by administration.

Evidence of performance: Portfolio which includes items from evidence check-list and peer evaluation (Peer evaluation is not be part of the calculation)

Time-line: Portfolios should be reviewed and teachers evaluated for the purpose of performance pay before April 30. If the district receives the money, the performance pay will be included in the May paycheck.